DOCUMENT RESUME

ED 132 108 SO 009 649

TITLE Implementation of the Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. Report of a Meeting of Experts Held at Unesco House (Paris, France, March 15-19, 1976).

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE 20 Aug 76

NOTE 30p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS *Civil Liberties; Comparative Analysis; Comparative Education; Conference Reports; Conflict Resolution; Cross Cultural Studies; *Curriculum Development; Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; *Global Approach; Humanistic Education; *Humanization; Interdisciplinary Approach; *International Education; International Organizations; *Peace; Preschool Education; Teacher Education

ABSTRACT

Proceedings from a Unesco conference on international education are presented. Cross-cultural comparisons among Unesco countries are offered and methods of implementation of Unesco recommendations concerning peace education and human rights are suggested. The report is presented in seven sections: (1) general observations on the Unesco recommendations; (2) problem-oriented approaches to peace education on preprimary, primary, and secondary levels; (3) comparison of teacher education in Unesco member countries and recommended ways to strengthen training programs in the direction of international understanding; (4) methods of promoting international understanding in higher education, such as inte disciplinary approaches, an international student body, and emphasis on peace research; (5) international educational experiences for adults and out-of-school youth, such as work camps, voluntary service activities, exchanges, community betterment projects, and art festivals; (6) equipment and materials to supplement traditional international relations textbooks; and (7) suggestions on national action and international cooperation. Appendices include a directory of conference participants and observers and the text of the 1974 Unesco peace education resolution. (Author/DB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

NOV 10 1976

ED132108

Distribution: general

PARIS, 20 August 1976
Original: English

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

IMPLEMENTATION OF THE RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

Report of a Meeting of Experts held at Unesco House,
Paris, 15-19 March 1976

INTRODUCTION

1. A group of 13 experts met at Unesco House from 15 to 19 March 1976 to consider ways of implementing the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session. This instrument, the text of which appears in Annex I, is referred to hereafter as "the Recommendation on international education",(1) or simply as "the Recommendation".

2. The meeting was convened by the Director-General in pursuance of resolution 1.26 adopted by the General Conference at its eighteenth session in November 1974. The experts, who came from 13 Member States and who participated in a private capacity, are listed in Annex II. Also attending were four observers, two beneficiaries of Unesco fellowships awarded in the framework of the Associate Schools Project and an auditor, whose names are also given in Annex II.

3. The meeting was opened on behalf of the Director-General by Mr. D.V. Irvine, Chief of the Section of Education for International Co-operation and Peace. Mr. Irvine stressed the importance of the meeting as the first to be organized by Unesco on the application of the Recommendation. Tracing the background of the Recommendation, he recalled that a first attempt to prepare such an instrument had been made by Unesco nearly 30 years earlier. This initial venture, however, did not come to fruition. In the following years, the idea of preparing an international instrument on education for international understanding slipped into the background while Unesco's other activities to promote such education developed in vigour and effectiveness. These activities helped to build up a substantial body of ideas, experience and evidence bearing on the objectives, content, methods and materials of education to promote international understanding and respect of human rights. They also helped to prepare the terrain and provide the impetus for the decision of the General Conference, at its seventeenth session, to make a new effort to prepare a Unesco instrument in this field. In addition, they provided much of the theoretical, technical and practical foundation for the Recommendation. Implementation of the Recommendation would be a task of great magnitude requiring sustained effort by all who are concerned with education, from the policy-maker to the individual teacher.

SO 009 649

(1) The term "international education" is employed in the Recommendation itself; see especially paragraph 1(b).

What was needed, in fact, was a transformation of education. First steps towards implementation had already been taken in some Member States. In conclusion, the Director-General's proposals for future action by Unesco concerned with the Recommendation were outlined. The meeting of experts would help to increase the momentum and impact of the movement for its implementation.

4. At the opening session the following officers were elected:

Chairman:	Mr. Dennis C.U. Okoro (Nigeria)
Vice-Chairman:	Ms. Esther de Zavaleta (Argentina)
Rapporteur:	Mr. P.K.C. Millins (United Kingdom)

5. The main working document was the Recommendation itself. In addition, the experts were provided with a discussion guide, papers presenting preliminary comments prepared in advance by some of the participants and a number of reference documents.(1)

6. The first day of the meeting was devoted to a general discussion. Thereafter, attention was given to implementation of the Recommendation in various areas of education - primary, secondary and higher education and out-of-school education for young people and adults - and to educational equipment and materials, educational research, national action and international co-operation. The experts confided to the Secretariat the task of preparing the final text of the report, principally on the basis of the draft prepared by the Rapporteur and discussed in part at the last session. The final report of the meeting, as approved subsequently by the Chairman and the Rapporteur, follows. While it reflects the views expressed in the course of discussion, this does not necessarily mean that all the ideas and suggestions presented in it were supported by each individual participant.

---

(1) Among the reference documents was the report of a meeting of experts on education for international understanding and peace, with particular reference to moral and civic education, convened by Unesco in 1970 (document ED/MD/17). The suggestions and conclusions of this earlier meeting were in general endorsed by participants in the meeting on the Recommendation.

REPORT

I. General Observations

Significance of the Recommendation

1. The Recommendation is a strategic statement of the highest importance. It is unique among international instruments on education in that it goes much farther than any other in asserting that education on human rights must be a vital and integral part of international education. It also places strong emphasis on active participation by individuals, local groups and communities in efforts to deal with global problems. In every field and at all levels of education it will serve as a legitimizing force for intensified action to develop international education.

Terminology

2. The phrase "international education" (see Recommendation, paragraph 1(b)) should be considered to embrace the entire range of the Recommendation's concerns and to cover as well the meanings associated with such terms as "development education" and "global education" which have come into use in recent years. It would be advantageous if "international education" or its equivalent in other languages could be used in the sense in all Member States.

Some factors bearing on implementation

3. Certain general conditions or circumstances may favour or impede application of the Recommendation.

4. National policy, as represented by, for example, a nation's constitution and educational legislation, obviously will have direct and important effects on implementation of the Recommendation. In some Member States, national policy reflects principles that are set out in the Recommendation and this will favour its implementation. Of prime importance for the development of international education are equality of educational opportunity for all, regardless of race or national origin, sex, religion, social or material status; free and compulsory primary and secondary education; a language or languages of instruction commonly understood and used by students,(1) and a humanistic approach in education.

5. Implementation of the Recommendation will stand a greater chance of success when policy-making and policy-implementing agencies and institutions have dovetailed their planning strategies, so that government departments, National Commissions for Unesco, regional or State educational authorities, teacher-training institutions, teachers' associations, schools and school services, non-governmental organizations, labour unions, the mass media and religious institutions are involved in co-operative interrelated ventures.

6. Among the obstacles to international understanding and realization of the principles of human rights are such problems as those mentioned in paragraph 6 of the Recommendation: war for purposes of expansion, aggression and domination; colonialism and neo-colonialism, racialism, fascism, apartheid and ideologies which breed national and racial hatred. International education, as is stated in the Recommendation itself, should contribute to the struggle against these evils. The

---

(1) The term students is used in this report to denote any one, of whatever age, receiving formal education.

need for international solidarity in solving such problems should be stressed, and due attention should be given to recent and current international action to deal with them, such as, for example, relevant resolutions adopted by the United Nations and other international organizations, including those on peace, human rights, the economic rights and duties of States, the new international economic order, and racialism; progress in peaceful coexistence and détente; new proposals on disarmament; the Helsinki Conference on European Security and Co-operation and other significant events in the domain of international relations.

7. International education can be developed in different ways. For example, in some countries - perhaps especially newly-independent countries emerging from colonial domination - there is a need to strengthen the sense of national identity and unity. Emphasis must therefore be placed on education concerning national, social and political structures, culture and history. Just the opposite may be true in other countries. One aim may be to foster communication and mutual respect between different cultural groups of the nation. The study of local and national problems can lead on to an examination of the international dimensions of the same or similar questions. It is important in any case that international education should be linked to community issues and national realities.

8. The weakness of international education in many countries and the difficulties of reinforcing it within the existing structures and programmes indicate that fully effective application of the Recommendation may in numerous instances depend upon overall educational reforms.

II. Pre-Primary, Primary and Secondary Education

General observations

9. The effectiveness of international education in promoting international understanding, co-operation, peace and human rights derives to a large extent from the climate of life in the school. It should be conducive to the growth of understanding and respect for all peoples; a greater sense of responsibility toward less privileged groups of people or countries; a conviction that it is necessary to ensure equal rights for all; the acquisition of analytic skills needed for problem-solving and rational decision-making; active participation in the affairs of school and society; and a spirit of co-operation.

10. The objectives of international education should permeate the entire curriculum and not merely form part of one or two courses in the field of history and civic education, as has often been the case. All disciplines, including mathematics, science and physics, as well as many combinations of disciplines, can make a significant contribution. The possibilities of such contributions should be assessed with a view to furthering the aims of the Recommendation. It is important to employ appropriate teaching methods and techniques (such as problem-oriented approaches, group dynamics, etc.) which will help students understand the world around them. In addition, if the school is to prepare students to assume their responsibilities at the local, national and international levels, it should provide them with opportunities for active participation through such means as free discussion in the classroom and active involvement in improving the well-being of the school and the community.

11. Many teachers are concerned about the possible conflict between the notion of solidarity, which is an essential factor in cultivating the spirit of international understanding, and that of competition, which is inherent in the examination system on which most school programmes are based. Examinations are still often the only means used to evaluate students' knowledge and progress. Consequently, teachers, students and parents tend to consider any learning activity which is not subject to

examination as being irrelevant or of low priority. For this reason many educators feel that international education will be furthered if its subject-matter is included in examinations, particularly those leading to certificates, diplomas and degrees.

12. It has been observed that there is sometimes an imbalance in the proportion of men and women teachers at the various levels of education. In many instances most teachers at the primary level are women and at the secondary and higher level are men. This situation may have undesirable effects. For example, it may strengthen among children stereotyped ideas about the respective rôles of men and women in society. In addition, psychological problems may be generated in some children who are almost exclusively in contact with women and their values in the early stages of life and education and with men and their values at later stages. International education and education in general would benefit from a balanced distribution of men and women teachers at all levels.

13. The quality of the home/school relationship is of great significance for international education. Efforts should be made to ensure that it is a positive relationship in which parents might develop an interest in the aims of international education through the experience of their children. Ways should be sought to strengthen parental participation in school programmes of international education.

14. International questions should be dealt with in a spirit of realism. In teaching about the United Nations and its Specialized Agencies, for example, the limitations as well as the strengths of these international organizations should be examined objectively. Over-idealization often leads to exaggerated expectations and ultimately, when such expectations are inevitably disappointed, to disillusionment with these institutions and their efforts. Particular problems in this respect are posed by education concerning the fundamental principles of human rights, the approach to which should be firmly based on factual knowledge and real situations and which should call into play a variety of analytical skills.

15. Another area which deserves special attention is that of education for peace. Although in some countries it is an integral part of school programmes and presents no special problems, in others it has been observed that students are uncertain about the concept of peace. Their images of war, on the other hand, are specific and concrete. In these instances it is necessary to develop teaching methods which will make the meaning of peace clear and vivid. In particular, ways should be found to convey effectively that the goal to be attained is not merely an avoidance of war but rather the achievement of a just and universal peace based on recognition of the equal rights of nations and peoples.

16. The teaching of modern languages can be especially important in international education. In addition to the teaching of the mother tongue, more schools should provide students with the opportunity to learn one or more languages, particularly languages of wide international communication. Language courses should be designed not only to develop proficiency in linguistic skills but also to provide a broader knowledge and understanding of the traditions, culture and way of life of the peoples whose language is being studied.

17. Much interesting and effective work is already being done in international education. In a great many countries, however, only a minority of students, teachers, lecturers, inspectors and administrators are involved. There may be a risk that this minority may become a separate "in-group" practising its own form of élitism, with a widening gap between it and an indifferent or even hostile majority. A possible further difficulty is to determine what even such a minority can be expected to accomplish within an educational system which may stress, or even overstress, the acquisition of knowledge and other skills leading to diplomas or other certification, and which is itself but one part of a society conditioned by the

interplay of economic, environmental and political forces. The attitude of students, teachers and parents may be that anything which does not help the student through examinations and improve his employment prospects is a waste of time. In these conditions it is hard for the minority in the vanguard to feel secure, to establish continuity of effort and to make much lasting headway.

Pre-school education

18. Research indicates that many enduring attitudes are formed in the first five years of the child's existence. Pre-school education within the family as well as in such pre-school educational establishments as the kindergarten can therefore be of prime importance in furthering the aims of international education. Essentially, what is needed at the pre-school level is a stimulating environment for healthy social and emotional growth in which children can learn to live harmoniously together and can acquire basic attitudes of emphaty, solidarity and co-operativeness before the educational accent shifts, at the primary level, to the formal acquisition of learning skills.

19. The influence of figures of authority, usually the parents, is decisive at this stage in forming the child's outlook. Thus, as stated in paragraph 24 of the Recommendation, the attitudes of parents are an essential factor in the education of children and special attention should be given to the preparation of parents for their rôle in pre-school education. In an ever-increasing number of countries the influence of television is also very strong. Figuratively speaking, television may in fact be the only "parent" at home much of the time. While it can have a negative effect - for example, by the constant portrayal of violence or the perpetuation of undesirable national and ethnic stereotypes - its potential for good is almost limitless, as the educational television programmes of some countries have demonstrated.

20. In addition to the part it plays in personality development and the inculcation of fundamental values, pre-school education can also help children to gain experience in conflict-resolution and problem-solving. It is self-evident that constructive experience of this kind at an early age is a useful preparation for participation in conflict-resolution and problem-solving at later stages and at other levels.

21. As to specific content, one of the chief centres of interest at the pre-school level can be an introduction to the lives of children in other countries. Learning through stories, picture books, songs and the like can be enhanced by exchanges of messages and materials with schools in other countries and observance of such world events as International Children's Day which will help to develop a sense of solidarity with children of other lands.

Primary education

22. As pre-school education is institutionalized and generally available only in the developed countries, it is all the more imperative to ensure that the foundations of international understanding and respect for human rights are firmly laid at the primary level. The importance of what is done at this stage is further increased by the fact that many of the world's children receive no other formal education and that many of them do not even complete their primary education.

23. Each school discipline, and many combinations of disciplines, can make an appropriate contribution. Since it is often the case that many and not infrequently all subjects are taught by one teacher, the ability of that person to interpret the curriculum in the light of international education is of crucial importance. Therefore sufficient flexibility of curricula and syllabuses is necessary to permit innovations by the teacher and active participation by students.

24. The primary stage is particularly suitable for fostering "understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations" (Recommendation, paragraph 4(b)). It has already been noted that many life-long attitudes are shaped in the early years of childhood. Negative or hostile attitudes towards other cultural or racial groups may already have taken root by the time the child enters the primary school. One task may therefore be to counteract such attitudes through programmes dealing with other peoples and cultures. It is important not to overemphasize the merely curious, quaint or exotic; instead, stress should be laid on the common realities of life and of the human situation. For this purpose there is a marked need for such suitable reading materials as collections of well-illustrated stories about the life of children in different countries to be more widely available than at present. The production of materials of this kind is a task in which Unesco's assistance would be useful.

25. The basic concepts with which the Recommendation is concerned - for example, international co-operation, peace, human rights, solidarity - can be presented and interpreted in understandable terms at the primary level. Pupils should also learn of the existence of such international instruments as the United Nations Charter, the Universal Declaration of Human Rights, the Covenants on Human Rights and the International Convention on the Elimination of all Forms of Racial Discrimination. The content of these documents can be woven into teaching in many ways. The basic ideas, however, need to be translated into terms that are within the intellectual and affective grasp of pupils through sound pedagogical approaches.

26. As far as possible concepts should be linked to the children's own situation, experience and environment. For example, with a view to creating awareness of "the increasing global interdependence between nations and peoples" (Recommendation, paragraph 4(c)), teachers can draw attention to familiar raw materials or manufactured products which are of foreign origin. This approach may be used to illustrate global relationships and the workings of world trade and also to serve as the point of departure for the study of other countries and cultures.

Secondary education

27. Learning is cumulative, and international education at the secondary level should build upon that carried out at the primary level. At this stage the curriculum offers a wider range of possibilities. Cognitive aspects of international education can be treated with greater sophistication. At the same time, affective aspects should not be neglected, as students are usually at a stage of development when they are particularly sensitive to ethical values.

28. In most countries students at the secondary level are made further aware of their national civic responsibilities. As the great majority do not continue their formal education beyond this stage, it is important that they also be prepared for their international civic responsibilities. This cannot be done simply by offering short courses on current events and world problems. As at the primary level, the principles of international education should permeate the entire curriculum, with each discipline making a contribution. As far as possible, the programme should be linked to the life, work and problems of the community - in particular to those problems which have a global dimension and offer opportunities for inter-culture education.

29. As at the primary level, the general climate of the school is an important factor in international education. It is essential to develop participatory modes of education in the classroom, school and community. If students are later to discharge effectively their local, national and international civic responsibilities they need to acquire relevant experience through active participation. In the

classroom, for example, less emphasis might be placed on teacher-directed work and more on open discussions and dialogues between the teacher and students. The creation of student councils, with students electing representatives who are entrusted with the responsibility of examining school affairs and organizing student activities, can be effective in providing experience in participation. Community-oriented programmes - for example, to assist minority groups, the elderly or migrant workers - would permit the students to play an active rôle in improving the well-being of the community. In some countries, students spend a certain amount of time working in the fields or factories, thereby not only contributing to the social and economic development of their communities but also learning by direct experience the meaning and value of labour.

30. By its very nature, international education involves treatment of political and ideological questions. In many countries teachers are wary of doing this, fearing that it may become a form of indoctrination. Guarantees against such a development should be created. For example, students should learn more about different socio-political systems so that they might, on the one hand, understand better the complexity of international relations and, on the other, be in a better position to make informed political choices and decisions. Unesco might assist by helping in the preparation of teaching materials on issues with difficult political implications. On such issues, all governments have policies, and students can examine the policies of their government concerning them, as well as the position taken by political parties, labour unions, churches and other institutions of their society. More attention should be given, in particular to the problem of armaments, since it is closely related to the maintenance of peace and to the establishment of a new economic order. Such aspects as the armaments industry and race, disarmament and arms control should be examined. Students should also learn about recent and current international action to the aims of the Recommendation, such as the developments referred to in paragraph 6, examining the various sides of controversial issues and objectively analysing information concerning them as a means of arriving at conclusions.

31. One problem, of course, is to find ways of fitting such teaching into the syllabus. While a certain stability in school programmes and syllabuses is needed and curricula cannot be frequently changed, nevertheless pertinent content can be introduced as and when they are revised. In general, however, secondary school curricula already offer many opportunities for teaching about the contemporary world. The possibilities presented by such courses as history, geography, modern languages, civics and social studies are well known. Other courses can also serve as vehicles for international education, and among these, particular attention might be given to the potentialities of mathematics, physics and chemistry, all of which have a direct relation to technological development in general and the problem of armaments in particular. Home economics and health education provide occasions for dealing with such matters as the world problems of food, nutrition and population. The expressive arts - music, dance, drama, handicrafts, painting and drawing and physical education - not only present opportunities for students of all abilities to develop and demonstrate their creative skills but also provide a good basis for learning about other cultures. Moreover, by helping to redress the balance in schools where cognitive goals are heavily emphasized, they may also serve to mitigate the frustration and possible aggressivity of the less gifted. Activities in these fields, in addition, can lead to international exchanges and contacts - for example, international arts festivals, contests and sports events of various kinds. Such undertakings, and in particular sports events, should be conducted without excessive emphasis on competitiveness.

32. Again, what is called for is a flexible approach to the organization and interpretation of the curriculum. For several reasons, this may not be easy to achieve. The fact that much specialist teaching takes place in secondary education promotes compartmentalized course and subject-matter. Textbooks are often out of date, and even if other suitable materials are available not all teachers have the necessary skill to select the most appropriate and make the best use of them.

33. Experience shows that these difficulties can be overcome. For example, interdisciplinary teams of teachers can be formed to work out an integrated programme. Through workshops and seminars new materials and methodology can be developed. Full use can be made of the information and materials emanating from the mass media and from the organizations of the United Nations system.

34. Consideration should be given to the possibility of introducing a course on the history of human civilizations. Unesco might assist in the production of materials for such a course, which would illustrate the principle of unity in diversity and might have as a central theme progress towards realization of the principles of human rights.

35. Special efforts should be made to strengthen international education in prevocational and technical education at the secondary level. Comparatively little has been done in this area, which is increasing in importance as the numbers of vocational and technical institutions grow.

III. Teacher Preparation

36. As the success of international education depends largely on the quality of teaching, priority should be given to teacher education in planning policies to strengthen international education in school systems. Member States should carry out a thorough assessment of their teacher-training programmes in respect of international education and take appropriate steps to strengthen them in this regard. Teacher education should be a career-long process, embracing initial training and in-service studies in a process of continually renewed professional and personal development.

37. In many countries, the preparation of teachers is a part of higher education. Both initial training and in-service studies at this level will profit from the point of view of international education if the faculty of education, other faculties of the university and other educational institutions collaborate closely in teacher-preparation programmes. All future and in-service teachers should be made aware of the rôles that their disciplines can play in support of international understanding.

38. The importance of teaching at all levels about world problems, international relations and recent international developments which are likely to be the subjects of discussion at international forums for years to come, has already been stressed (see paragraphs 6 and 30). Consequently, it is essential that teachers be given opportunities to acquire the knowledge and skills required to deal with this subject-matter in their work.

Pre-service training

39. Special attention should be given to reinforcing the contribution of teacher-trainers to international education. Much will depend on their ability and willingness to rethink the relevance of international education to their work and to undertake reorientation programmes. If teacher-trainers are to impart the principles of the Recommendation to others they themselves should have respect for people of

other countries; be sensitive to the significance of other cultures; have a broad knowledge of child psychology and group dynamics, and be proficient in innovatory learning methods designed to promote active student participation. In most countries, few teachers have been trained to treat political and ideological questions in the spirit of paragraph 30 of this report and there are insufficient members of staff in secondary schools qualified to show the increasingly important contribution of economics.

40. International education will best flourish in those colleges and institutions of higher learning which have established a unified community of staff and students and which are putting into action principles which will bind them together. Among these are respect for the child, and understanding of the needs of the child and a willingness to serve the community. At all levels of education right relationships between staff and students are of paramount importance. Students need to take an active part in learning and in decision-making and to be given genuine freedom to mature.

41. The teaching techniques suggested in the sections on primary and secondary education will not only sharpen the pupils' and students' abilities to analyse and solve problems, make objective value judgements and acquire experience in participation, but will also bring the student and teacher closer together and provide conditions in which all they learn and evolve together.

42. In multi-ethnic societies teacher-training institutes should draw students from the various ethnic groups. Such a practice will not only enrich the life of the college but will also cultivate a greater understanding, respect and appreciation of other members of society and other cultures. In this connexion, it should be recalled that the Recommendation has not only international but also intercultural and inter-group implications.

43. In many countries the curriculum of teacher-training institutions is being revised. Where this process is going forward, it may offer a good opportunity to introduce or strengthen the international content of programmes. All students should have possibilities for learning the concepts, content and methods of international education through their regular academic and professional studies. In addition, more intensive training should be offered to those who wish to specialize in this field. It would be useful if teacher-certification requirements could include preparation for work in international education.

44. In an effort to help future teachers learn more about other peoples, cultures and systems of education, training institutions should provide, whenever possible, opportunities for students to take part in study visits to other countries.

In-service training

45. The objectives of in-service teacher training vary from country to country in accordance with needs. For example, in those countries where there is a dearth of teachers and resources and facilities are insufficient for adequate training, teaching posts, particularly at the primary level, are often filled by people who have had little formal training. In such instances, the aim of in-service training is mainly to raise the general level of professional competence as rapidly as possible. In some other countries a decline in population growth has led to a reduction in the numbers of children, and hence to a decrease in new teaching positions. As a consequence fewer young teachers are coming into the profession with up-to-date training. In this situation, in-service programmes have a particular value as a means of renovating the methods and content of teaching. Much can be done through them to further the aims of the Recommendation.

46. In-service programmes should be developed which will enable practising teachers to:

acquire a greater understanding of international education and of major documents pertaining to it;

know where to obtain materials for use in international education;

learn how to exercise discrimination in the evaluation, selection and presentation of materials;

adapt such materials to specific needs and, when necessary, to devise their own materials;

develop the skills needed to involve school students in active participation in learning experiences;

gain greater insight into the processes of their professional and personal development.

47. In-service training programmes in international education can take a variety of forms. In some countries, teachers are granted sabbatical leaves or a certain number of days or weeks each year to take part in organized programmes of study or carry out personal research. Those who have had such experience in international education can share their ideas and skills with colleagues in the same institution. Local, national and international workshops and seminars have also proved to be valuable. Correspondence courses represent a possibility which has been little exploited in this field.

48. Some schools are becoming increasingly aware of the value of developing their own in-service studies and of associating specialists from teacher-training institutes and other competent agencies and organizations with their programmes.

49. It would be useful to establish research and advisory centres whose objective would be to assist teachers, upon their request, in the field of international education. These centres could render a number of valuable services. For example, they could:

help teachers select materials that are already available and guide them in using them;

produce teaching models which teachers could adapt to their particular needs;

devise new teaching techniques and methods;

help teachers improve their knowledge of specific world events or issues; and

offer guidance on how to involve the school more actively in the life of the community.

50. Due attention should be given to the in-service training of young teachers so that they can put into practice the aims of international education from the outset of their careers. It would also be useful to arrange courses for school inspectors and head teachers since the introduction of international education generally depends on their co-operation, understanding and leadership.

IV. Higher Education

51. As an introduction to this section it is appropriate to recall a statement by the earlier meeting of experts on education for international understanding and peace, with special reference to moral and civic education: "In view of the nature and objectives and missions of higher education in relation to contemporary world problems, the urgency of promoting international understanding at this level is keenly felt. An examination of the development of higher education relating to international understanding is especially important because of the place which it enjoys in the contemporary world. It is by its nature, in most countries, the pace-setter for the entire educational process because it is the highest level to which all other levels are preparatory. It is generally the highest level for the education of persons who will carry major responsibilities in government and in other leadership roles. It is here also that special preparation is provided for a wide range of professions, including the mass media, adult education, etc. Higher education provides the preferred setting for research in the natural and social sciences and in the humanities. Especially in the natural sciences great progress has been made in achieving transnational co-operation and thereby, indirectly, in promoting international communication and understanding. It is the principal link for each nation with intellectual leadership throughout the world; but more than this, higher education seems to be the only universally-oriented educational resource found in the nations of the contemporary world community to which mankind can look for leadership in speeding the advancement of international understanding to guide government policy".(1)

52. Institutions of higher education in many countries have more autonomy than institutions at lower levels and thus more freedom and broader possibilities for innovation. Moreover, in a good many countries they are evolving as a consequence of the restructuring of this part of the educational system, and new relationships between institutions are becoming possible. These circumstances could be propitious for the development of international education.

53. In reinforcing the international components of their programmes at both undergraduate and graduate levels, institutions of higher learning might consider the following suggestions:

international education should be regarded as an appropriate area for free inquiry and research, with particular emphasis on studies of human rights and of methods of teaching about them;

interdisciplinary approaches in international education should be further explored and developed;

programmes of international education which will reach all students regardless of their specialization should be organized;

teaching methods which encourage the active participation of students (e.g., problem-solving approaches and discussion methods) should be stressed, so that the rigid formality of the traditional lecture ceases to be the norm;

the presence of students and staff from a variety of countries should be encouraged;

the application of technological studies to the problems of developing countries should be actively pursued.

(1) Document Unesco ED/MD/17, paragraph 115.

54. Neglect of teaching about human rights at the higher level has had the effect of inhibiting the development of teaching on this subject at other levels. This makes it all the more urgent that work in this field be intensified and generalized at the higher level. For example, education about human rights should be added to the priorities of the United Nations University, and institutes of higher education specializing in the study of human rights should be established.

55. Teachers who have undertaken projects of education about human rights have often had difficulty in maintaining their students' interest in the subject if a too abstract approach has been employed. One way of sustaining interest is to link the theme with the life of the community and the nation as students themselves have experienced it. For example, teachers can help students to determine what their rights mean in practical terms, as this is not always fully apparent in constitutional and legal texts. International instruments on human rights - such as the Universal Declaration of Human Rights, the two international Covenants on human rights adopted by the United Nations General Assembly, and the Convention on the Elimination of all Forms of Racial Discrimination should also be studied and analysed, as these represent the views of the world community on the subject. Attention can be drawn also to violations of human rights and possible remedies discussed.

56. Programmes of international education at technical universities and polytechnical institutes likewise need to be further developed. An example of what can be done is provided by one country where a project has been undertaken to introduce in three technical universities a course on the adaptation of technology to the needs and circumstances of the Third World. Through this course students will be able to deepen their understanding of the developing countries while at the same time advancing in professional knowledge and skills.

57. Institutions of higher learning commonly have faculties or research centres which specialize in the study of different cultures. It is important that more attention be paid to the way in which other cultures are studied for they are sometimes looked at, perhaps unconsciously, from a paternalistic point of view. It would be helpful if guidelines for such studies could be developed, perhaps with the aid of Unesco.

58. The possibilities offered by faculties and schools of economics also should receive closer attention. These institutions have an important part to play in furthering the aims of the Recommendation. Their task should be to educate students as to economic relationships in the world today and to develop understanding of the need for sharing the world's resources and for solidarity between the developed and the developing countries.

59. Institutions of higher learning are already international in their orientation and have many contacts abroad. Nevertheless, the establishment of an association of institutions of higher education working in the field of international education, as well as the organization at the higher level of a world-wide programme such as Unesco's Associated Schools Project, should be considered. Such an association could serve as a forum for the exchange of experience and the development of co-operative ventures. It could also be useful in helping the existing Associated Schools to evaluate the effectiveness of their projects.

V. Out-of-school Education for Young People and Adults

60. The objectives of out-of-school education necessarily differ from one country to another according to specific needs and circumstances. In many developing countries the majority of young people and adults have had little or no formal education and illiteracy is widespread. Priority is therefore given to the basic education needed in order to raise standards of living. In many industrially developed countries, on the other hand, the goals pursued in out-of-school education include career improvement through the acquisition of additional skills and knowledge, development of civic and political consciousness and cultural recreation. As the concept of life-long education finds wider application in practice, the rôle of out-of-school education will inevitably increase in importance and with it the range of opportunities it offers for international education.

61. For adults as well as young people the point of departure in out-of-school programmes of international education should be the local, regional and national realities. An examination of these can lead to the consideration of relevant aspects of international issues. Young people and adults should be encouraged to take an active part in choosing areas of study, and pedantic approaches and language should be avoided. As far as possible, international education should be built into existing structures, drawing in people and groups who are already involved in conducting out-of-school education programmes, such as non-governmental organizations and labour unions.

62. For young people, "in-depth" experiences should be developed through participation in voluntary service activities, exchanges, community betterment projects, festivals of the arts, work camps, etc., which provide occasions for collaborating with people from other countries or other racial, social or cultural groups within the country. There is little risk of "alienation" among young people who feel they are constructively involved in the development of their own society.

63. In adult education, a promising field which has thus far been little explored is that of international education for "senior citizens". In many countries, the age for retirement is becoming more flexible, the number of retired persons is increasing and preparation for retirement is a growing phenomenon. Many retired persons would have both the time and the motivation to participate in programmes of international education and would welcome the opportunity to refresh their interests and widen their horizons.

64. Experience has shown that Unesco Clubs and Associations can play an extremely valuable part in international education for young people and adults out of school. It is to be hoped that they will be extended and strengthened in Member States. Greater efforts should be made to organize them among older people such as the "senior citizens" referred to in the preceding paragraph.

65. However well developed and effective out-of-school programmes may be, most of the information received by young people and adults about the contemporary world comes through the mass media. These have a crucially important effect on attitudes concerning the issues which form the subject-matter of international education. From the point of view of the aims of the Recommendation this influence is often negative. Every effort should be made to strengthen the rôle of mass media in action to attain the Recommendation's objectives. It has been suggested that Unesco should prepare an international instrument concerning the contribution of the mass media to peace and international understanding.

66. As the Recommendation indicates (paragraph 38 (a)), education should include a component designed to help the individual to select and analyse the information transmitted by the mass media. For example, students can be assigned to watch and afterwards discuss a television programme concerning some international matter or to make a comparative study of the treatment of a problem in different media. Such learning experiences can help to develop the individual's ability to judge soundly the information conveyed by the mass media.

VI. Equipment and Materials

67. If possible, a wide variety of materials should be used in international education. They should be up-to-date, of a nature to command the attention of students and written or presented in jargon-free language. For out-of-school education there is a need for more short films, documentaries, television programmes, etc.

68. In each Member State an analysis should be made of textbooks and teaching materials from the point of view of their contribution to the aims of the Recommendation.

69. There is need to develop strategies which will ensure that the best use is made of materials. These might include:

the production of basic scholarly materials - a task to which institutions of higher learning should contribute;

development of teams of writers, audio-visual specialists, etc., to adapt these materials;

training of teachers in the use of various kinds of materials;

establishment of resource centres, perhaps in teacher-training institutions, to assist schools;

provision of advisory services by experts on the use and evaluation of materials.

70. In many countries the textbook is the main and sometimes the only teaching aid. The co-operation of authors, publishers, teachers and curriculum developers should be sought in improving textbooks from the point of view of their furtherance of the Recommendation's aims. As revising or replacing textbooks is slow and costly, however, efforts should also be made to prepare up-to-date, inexpensive supplementary materials for international education. Teachers themselves should be prepared to devise their own equipment and materials, taking into account the aspirations of students.

71. Unesco might assist by producing prototype materials, facilitating the international exchange of textbooks and other teaching materials and providing consultative services to Member States in such areas as textbook writing and production and training in the use of audio-visual materials. It would also be useful if Unesco could aid in developing criteria for the analysis and evaluation of teaching materials.

VII. Further Suggestions on National Action and International Co-operation

72. Member States should work out a national policy for promotion of international education, using the Recommendation constantly as a working guide. It should be taken into account when educational legislation and programmes are being re-assessed and changed. At the same time all existing possibilities for implementation should be utilized.

73. National Commissions for Unesco should stimulate action for application of the Recommendation and should assist in co-ordinating programmes involving different ministries, government departments and agencies and non-governmental organizations. To these ends National Commissions might consider establishing task forces bringing together officials, educators, administrators, leaders of public opinion, etc., to plan strategy and take the lead in action.

74. The Recommendation should be translated into the national language(s) in each Member State and should be widely disseminated. If possible it should be distributed together with a document interpreting it and presenting practical suggestions for its implementation.

75. Local groups should have a decisive voice in policy-making and should be given sufficient resources for local initiatives. The efforts of these groups might be co-ordinated at the national level by Unesco National Commissions in order to strengthen the impact of their work on educational policies and reforms, especially as regards curriculum development, teacher training and educational research.

76. Member States and Unesco National Commissions should seek the collaboration of non-governmental organizations in action to disseminate and implement the Recommendation.

77. Research to evaluate the effectiveness of international education should be intensified. It is particularly important to develop evaluative instruments for direct use by teachers. Unesco should promote parallel comparative research on international education in different countries. Programmes, materials and methods of international education should be modified in the light of research findings.

78. It has been suggested that the aim of international education at all stages should be to develop what might be called "global literacy" - that is, a basic understanding of the contemporary world, its problems and its evolving systems of international relationships. There is need to explore further the concept of "global literacy" and to establish guidelines concerning it for curriculum designers and teachers.

79. In each Member State existing materials, programmes and educational resources capable of furthering the objectives of the Recommendation should be identified; areas in which such materials, programmes and resources are deficient should be surveyed and appropriate action taken to provide them.

80. Fellowships should be made available to enable students and teachers to study the goals and practical application of the Recommendation in their own and other countries.

81. Exchanges of teachers and students between Member States, as well as exchanges of information and educational materials, should be encouraged and facilitated.

82. National seminars and workshops should be organized to promote the application of the Recommendation and to consider practical ways of implementing it.

83. Those responsible for the mass media should be encouraged to promote through them the aims of the Recommendation.

84. It is recommended further that Unesco should:

convene a committee of specialists to study the reports of Member States on action to implement the Recommendation submitted to the General Conference at its nineteenth session. It is hoped that the General Conference of Unesco will decide to invite Member States to transmit additional reports periodically for study by the Special Committee of the Executive Board. For such reports it would be helpful to seek information on a variety of questions relating to the dissemination and discussion of the Recommendation (e.g., whether it has been translated into a national language, whether it has been published in educational journals, etc.);

organize international interdisciplinary seminars and working groups of educators, political scientists, etc., to prepare practical guidelines for implementation of the Recommendation. One task of such groups should be to examine the basic ideology of the Recommendation and transmute it into pedagogical material;

draw up for use by Member States a list of expert consultants qualified to advise on the planning, execution and evaluation of activities to implement the Recommendation;

send upon request of Member States mobile teams of experts to assist in action to implement the Recommendation and in the evaluation of such action. The results of assessments should be discussed with the national authorities with a view to strengthening the effectiveness of action. Accounts of successful activities should be made available by Unesco to other Member States;

encourage the collaboration of other international and regional organizations, including the organizations of the United Nations system and especially the United Nations University, in joint programmes to further the aims of the Recommendation. Unesco should make use of its machinery for relations with international non-governmental organizations to promote action by them and their national branches for the study and implementation of the Recommendation;

assist in the organization of regional and international seminars and workshops for educators and mass media specialists on implementation of the Recommendation;

prepare and publish a multilingual bibliography of materials relating to the four main concerns of the Recommendation - international understanding, international co-operation, peace, and human rights;

make use of its existing periodicals and publications to further the implementation of the Recommendation.

ANNEX I

Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms

adopted by the General Conference at its eighteenth session
Paris, 19 November 1974

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of Unesco, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on Unesco to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of Unesco and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventeenth session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

I. Significance of terms

1. For the purposes of this recommendation:

(a) The word 'education' implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.

(b) The terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, 'international education'.

(c) 'Human rights' and 'fundamental freedoms' are those defined in the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights.

II. Scope

2. This recommendation applies to all stages and forms of education.

III. Guiding principles

3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'

4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:

(a) an international dimension and a global perspective in education at all levels and in all its forms;

(b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

(c) awareness of the increasing global interdependence between peoples and nations;

(d) abilities to communicate with others;

(e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

(f) understanding of the necessity for international solidarity and co-operation;

(g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.

6. Education should stress the inadmissibility of recourse to war for purposes of expansion,

aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. National policy, planning and administration

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.
8. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.
9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

V. Particular aspects of learning, training and action

Ethical and civic aspects

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behaviour based on recognition of the equality and necessary interdependence of nations and peoples.
11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicated.
12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.
13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.
14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.
15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.
16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being—inequality, injustice, international relations based on the use of force—and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:
    (a) equality of rights of peoples, and the right of peoples to self-determination;
    (b) the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
    (c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;
    (d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;
    (e) the use, management and conservation of natural resources, pollution of the environment;
    (f) preservation of the cultural heritage of mankind;
    (g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.
19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.
21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. Action in various sectors of education

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.
23. Member States should take advantage of the experience of the Associated Schools which carry out, with Unesco's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend

the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities—the family, the school, then the local, national and world communities.
25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.
26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.
27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.
28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.
29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation, maintaining and developing peace, and to assume their role actively as early as possible.
30. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:
    (a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;
    (b) all the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;
    (c) the parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.
31. Steps should be taken to assist the establishment and development of such organizations as

student and teacher associations for the United Nations, international relations clubs and Unesco Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. Teacher preparation

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:
   (a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;
   (b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;
   (c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;
   (d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;
   (e) develop aptitudes and skills such as a desire and ability to make educational innovations and to continue his or her training; experience in teamwork and in interdisciplinary studies; knowledge of group dynamics; and the ability to create favourable opportunities and take advantage of them;
   (f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.
34. Member States should provide those concerned with direction, supervision or guidance—for instance, inspectors, educational advisers, principals of teacher-training colleges and organizers of educational activities for young people and adults—with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students, and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.
35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.
36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.
37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and materials

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:
    (a) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;
    (b) there should be a component of special mass media education in teaching to help the pupils to select and analyse the information conveyed by mass media;
    (c) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between different cultures;
    (d) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, Unesco and other Specialized Agencies;
    (e) documents and other materials illustrating the culture and the way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.
39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racialist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.
40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. Research and experimentation

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.
42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psychological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

X. International co-operation

43. Member States should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that implementing this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study sessions on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by schoolchildren, and student and teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.
44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective.
45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.

ANNEX/ANNEXE/ANEXO II

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS/LISTA DE PARTICIPANTES

Mr. Thomas BUERGENTHAL Professor of International Law, School of Law, University of Texas at Austin	United States of America/Etats-Unis d'Amérique/Estados Unidos de América
Mrs. Ingrid EIDE Sociologist, Director, Institute of Sociology, University of Oslo	Norway/Norvège/Noruega
Mr. M. Labeeb EL-NEGEIHY Dean, Faculty of Education, University of Mansura	Egypt/Egypte/Egipto
Mr. Manfred HAAK Director, Television Department, Zentralinstitut für Weiterbildung der Lehrer, 172 Ludwigsfeld	German Democratic Republic/République démocratique allemande/República Democrática Alemana
Mr. Stig LINDHOLM Department of Education, University of Stockholm, S-10405 Stockholm	Sweden/Suède/Suecia
Mr. P.K.C. MILLINS Director, Edge Hill College of Higher Education	United Kingdom/Royaume Uni/Reino Unido
Mr. S.N. MEHROTRA Director of Education, Uttar Pradesh, Lucknow	India/Inde
Mr. Dennis C.U. OKORO Acting Assistant Director of Education (Primary) Federal Ministry of Education	Nigeria
Sr. Abel PRIETO MORALES Director General de Servicios Técnico-Docentes, Ministerio de Educación	Cuba
Mr. Yasuo SAKAKIBARA School Suprvisor, Elementary and Secondary Education Bureau, Ministry of Education, Science and Culture	Japan/Japon/Japón

Mr. B.J. Th. ter VEER Institute of Polemology, State University of Groningen; Member of the Netherlands National Commission for Unesco	Netherlands/Pays-Bas/Países Bajos
Ms. Esther de ZAVALETA Chargée de l'éducation, Commission nationale argentine de coopération avec l'Unesco	Argentina/Argentine
Mrs. M.V. ZIMINA Chief of Sector, Scientific Research Institute for Higher Education, Ministry of Higher and Specialized Secondary Education	Union of Soviet Socialist Republics/ Union des républiques socialistes soviétiques/Unión de Repúblicas Socialistas Soviéticas

OBSERVERS/OBSERVATEURS/OBSERVADORES

Mme J. CHATEL Secrétaire générale adjointe, Commission de la République française pour l'éducation, la science et la culture (Unesco)	France/Francia
Mr. D.V. ERMOLENKO Professor, Moscow Institute of International Relations	Union of Soviet Socialist Republics/ Union des républiques socialistes soviétiques/Unión de Repúblicas Socialistas Soviéticas
Mrs. Hilkka PIETILÄ Secretary-General, Finnish UN-ASSOCIATION Vice-Chairman, Finnish National Commission for Unesco	Finland/Finlande/Finlandia
Mrs. Judith TORNEY Professor of Psychology, University of Illinois at Chicago Circle	United States of America/Etats-Unis d'Amérique/Estados Unidos de América

UNESCO FELLOWSHIP HOLDERS/BOURSIERS UNESCO/BECARIOS DE LA UNESCO

Mr. Donald MacINTOSH Director, Diablo Valley Education Project, Concord, California	United States of America/Etats-Unis d'Amérique/Estados Unidos de América
Mrs. Béatrice M. ONGOMA Education Officer, Kenya National Commission for Unesco, Ministry of Education, P.O. Box 30040 Nairobi	Kenya/Kenia

AUDITOR/AUDITEUR/OYENTE

Mme Rachel COHEN
Directrice,
Ecole active bilingue, IFPP

France/Francia